

SAMPLE PAPER



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Level 1 English

1.1: Show understanding of specified aspect(s) of studied written text(s), using supporting evidence

Credits: Four

Check that you have completed ALL parts of the box at the top of this page.

You should write an essay on ONE of the topics in this booklet only.

If you need more space for your answer, use the page(s) provided at the back of this booklet.

Check that this booklet has pages 2–9 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO YOUR TEACHER AT THE END OF THE ALLOTTED TIME.

For Assessor's use only		Achievement Criteria			
Achievement		Achievement with Merit		Achievement with Excellence	
Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.	<input checked="" type="checkbox"/>	Show convincing understanding of specified aspect(s) of studied written text(s), using supporting evidence.	<input type="checkbox"/>	Show perceptive understanding of specified aspect(s) of studied written text(s), using supporting evidence.	<input type="checkbox"/>
Overall Level of Performance				A	Low Achievement

You are advised to spend 60 minutes planning and writing an essay on your chosen topic.

INSTRUCTIONS

Write about ONE or more written texts that you have studied.

If you choose to write about more than one text, the texts you write about could be the same type (eg, TWO poems) or different text types (eg, a poem and a short story). You may have the same or different authors. You may compare or contrast the texts if you wish.

The texts can be any of the following:

- novel
- non-fiction
- short story
- poetry/song lyric
- print media
- drama
- digital/online text.

OR a combination of the above (inter-textual studies).

Choose ONE of the following topics (1–6) below and complete the box at the top of page 4.

Make sure you understand and can write about BOTH parts of the topic before you start writing.

Make sure your chosen topic suits the text(s).

Write an essay of AT LEAST 200 words for your answer.

Support your points with specific details from the text(s).

TOPICS (Choose one)

1. Describe at least ONE **character or individual** you enjoyed reading about in the text(s).
Explain why the character(s) or individual(s) helped you understand an idea in the text(s).
2. Describe at least ONE **idea** in the text(s) that you found interesting.
Explain why the idea(s) was interesting in the text(s) as a whole.
3. Describe at least ONE important **aspect of setting** in the text(s).
Explain why an aspect(s) of setting helped you understand a key idea(s) in the text(s).
Note: Setting could include time and/or place.
4. Describe at least ONE **language feature** that was used to help you understand an important idea in the text(s).
Explain why the language feature(s) helped you understand a key idea(s) in the text(s).
Note: Language feature(s) could include imagery, style, vocabulary, or symbolism.
5. Describe at least ONE **event** at or near the end of the text(s) that was important.
Explain why the event helped you understand a key idea(s) in the text(s).
6. Describe at least ONE **important conflict** in the text(s).
Explain why the conflict helped you understand a key idea(s) in the text(s).

Topic number: 4

Circle your chosen written text(s):

novel

non-fiction

print media

drama

short story

poetry/song lyric

digital/online text

Title of text(s): August 6th, 1945Author/creator(s): Alison Fell

Use the space below to map or plan your ideas. Begin your essay on page 5.

PLANNING

Your essay might include:

- an **introduction** that states the focus of your essay
- **key points** related to the topic, supported by examples and quotations
- a **conclusion** that focuses on the main idea.

Begin your essay here.

The candidate has identified a technique, given an example, and linked to an idea (although simply).

Assessor's
use only

In the poem 'August 6, 1945' by Alison Fell the important idea is that war is a horrible thing and it shouldn't be repeated. Language features such as similes and metaphors help us understand this.

The first language feature is ~~a~~ the simile - "stuck like an old shoe sole". This shows a little girl's skin bunched around her ankles and feet, flapping as she walks - This shows the idea of war being horrible because it shows the effects of war (this is from the atomic bomb melting the girl's skin off).

The second language feature is the metaphor - "bees drizzle ~~at~~ over hot white rhododendrons". This shows bees melting over the flowers, but they are referred to as hot white from the radiation. It also has irony because ~~the~~ bees 'drizzling' in the way people drizzle honey over toast. This shows the idea of war being horrible because it shows destruction of natural things as well as people and man-made.

To conclude this. War is obviously the worst examples of war (the atomic bomb explosion - from Fat Boy). This is all wrote about because of the famous quote from Santayana "He who forgets the past is condemned to

The candidate has identified another language feature ("hot white") and shown a simple understanding of the link shown.

repeat it".

A-

SAMPLE PAPER



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Level 1 English

1.1: Show understanding of specified aspect(s) of studied written text(s), using supporting evidence

Credits: Four

Check that you have completed ALL parts of the box at the top of this page.

You should write an essay on ONE of the topics in this booklet only.

If you need more space for your answer, use the page(s) provided at the back of this booklet.

Check that this booklet has pages 2–9 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO YOUR TEACHER AT THE END OF THE ALLOTTED TIME.

For Assessor's use only		Achievement Criteria			
Achievement		Achievement with Merit		Achievement with Excellence	
Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.	<input checked="" type="checkbox"/>	Show convincing understanding of specified aspect(s) of studied written text(s), using supporting evidence.	<input type="checkbox"/>	Show perceptive understanding of specified aspect(s) of studied written text(s), using supporting evidence.	<input type="checkbox"/>
Overall Level of Performance				<input checked="" type="checkbox"/>	High Achievement

You are advised to spend 60 minutes planning and writing an essay on your chosen topic.

INSTRUCTIONS

Write about ONE or more written texts that you have studied.

If you choose to write about more than one text, the texts you write about could be the same type (eg, TWO poems) or different text types (eg, a poem and a short story). You may have the same or different authors. You may compare or contrast the texts if you wish.

The texts can be any of the following:

- novel
- non-fiction
- short story
- poetry/song lyric
- print media
- drama
- digital/online text.

OR a combination of the above (inter-textual studies).

Choose ONE of the following topics (1–6) below and complete the box at the top of page 4.

Make sure you understand and can write about BOTH parts of the topic before you start writing.

Make sure your chosen topic suits the text(s).

Write an essay of AT LEAST 200 words for your answer.

Support your points with specific details from the text(s).

TOPICS (Choose one)

1. Describe at least ONE **character or individual** you enjoyed reading about in the text(s).
Explain why the character(s) or individual(s) helped you understand an idea in the text(s).
2. Describe at least ONE **idea** in the text(s) that you found interesting.
Explain why the idea(s) was interesting in the text(s) as a whole.
3. Describe at least ONE important **aspect of setting** in the text(s).
Explain why an aspect(s) of setting helped you understand a key idea(s) in the text(s).
Note: Setting could include time and/or place.
4. Describe at least ONE **language feature** that was used to help you understand an important idea in the text(s).
Explain why the language feature(s) helped you understand a key idea(s) in the text(s).
Note: Language feature(s) could include imagery, style, vocabulary, or symbolism.
5. Describe at least ONE **event** at or near the end of the text(s) that was important.
Explain why the event helped you understand a key idea(s) in the text(s).
6. Describe at least ONE **important conflict** in the text(s).
Explain why the conflict helped you understand a key idea(s) in the text(s).

Topic number: 1

Circle your chosen written text(s):

novel

non-fiction

print media

drama

short story

x2

poetry/song lyric

digital/online text

Title of text(s): 1 Only Ten2 The sniperAuthor/creator(s): Allan ~~Battie~~ Bailey (1) Liam O'Flaherty (2)

Use the space below to map or plan your ideas. Begin your essay on page 5.

PLANNING

Your essay might include:

- an **introduction** that states the focus of your essay
- **key points** related to the topic, supported by examples and quotations
- a **conclusion** that focuses on the main idea.

Describe a character you enjoyed

Explain how they helped with idea

Begin your essay here.

The candidate has set up an idea and characters.

Assessor's
use only

In the short stories only Ten (by Allan Bailey) and the Sniper (by Liam O'Flaherty) a ~~the~~ main theme or idea was that everyone including the youth ~~was~~ affected by war and two characters who helped me understand this idea were the Sniper and "Huss" or Hussein.

In The Sniper the main character was a young man who was described as ~~being~~ ~~the aesthetic case of a student~~ being a student in the late teens or early twenties. From the way that he composes himself throughout the story you can tell that he has become a cold hearted and merciless soldier. You can see this when he shoots an old lady walking down the street or when he remains professional after getting shot in the arm and continues to pursue & kill the ~~first~~ ~~so~~ enemy soldier. ~~to~~ I think this shows how everyone's lives are changed during a civil war as a ~~man~~ ~~who~~ ~~was~~ ~~with~~ ~~others~~ who could of had infinite potential become a soldier instead and was wounded physically and mentally as he would not be able to live a normal life after killing his own brother. The author kept the soldier nameless so that he could become universal. This helps me understand how absolutely everyone is affected by war, some physically and some mentally.

This candidate has explored the character and given an example, has linked to the idea, and has shown understanding.

The candidate has given an example, explored the character (although simply), and linked to the idea.

Assessor's
use only

and helped me to realise how lucky I am to be living in a safe and stable environment. This character has made me feel strongly about the pointlessness of war. ~~and the future it will~~

The main character in Only Ten was a Ten year old boy named Hussein. Hussein is from ~~the~~^a middle eastern war zone and had moved to Australia.

At the beginning of the story Hussein showed that the war zone that he was from had effected him physically because he refused to take off his T-shirt so no one could see his scars and from his interactions with other children you could see that he had been mentally scared also. You see this when the class is outside playing rugby and Hussein runs to catch a ball that had been kicked into the air until he stops and shouts as the ~~silhouette~~^{shadow} of the ball in front of the Sun reminded him of shelling so he curled up into a ball and couldn't play on. This helped me to understand the theme of the story as a child who is only ten has had his life impacted so much by war. I think this is important as these children like Hussein are the world's future and we

need to learn how war affects everyone so that it will not continue in the future so their kids won't have to grow up worrying about taking off their shirts. And it will be ~~this~~ ~~is~~ our responsibility to secure their future & change the world so that they can be safe.

The characters Hussein & the Sniper showed me the idea that was shown by the author because they were both regular people who had nothing to do with the reason for war whose lives had both been changed dramatically. And would change their future which affects everyone as these young people will some day be the leaders of our world.

The candidate has shown understanding by stating a link between the idea and characters.

A